

“We all learn by doing, reflecting on what we’ve done, and improving our first attempts.”

- Donald Graves, *A Fresh Look at Writing*

Writing taught once or twice a week is just frequently enough to remind children that they can't write, and teachers that they can't teach. They are both like athletes who never get in condition, yet have to play the game before derisive spectators.



-DONALD GRAVES
WRITING: TEACHERS AND CHILDREN AT WORK

“Good” writing has...

- One idea per post it note (individually)
- With your learning group, share the ideas you have developed and categorize your thoughts
- Share out your categories



Writing Workshop Format

- | | |
|-----------------|---|
| • 5-10 minutes | Mini Lesson |
| • 20-25 minutes | Sustained writing, conferences, small-group instruction |
| • 5 minutes | Sharing |

Total= 30-40 minutes

From Rickards & Hawes, *Primarily Writing* (2003)

Types of Mini-Lessons

Procedures
Skills
Strategies writers use
Qualities of good writing



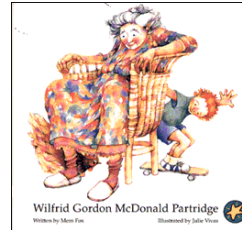
From Rickards & Hawes, *Primarily Writing* (2003)

Ideas/Content

Component	4	3	2	1
Ideas/Content <i>The heart of the writing piece</i>	<ul style="list-style-type: none"> Topic well defined and manageable Ideas information go beyond the obvious and predictable Details are relevant and accurate Details show connections and insight 	<ul style="list-style-type: none"> Topic defined but may be broad Ideas information generally clear Details support topic and generally remain focused throughout the piece Details make some connections 	<ul style="list-style-type: none"> Topic beginning to be defined Ideas information scattered and confusing Details vague, repetitive or inaccurate Details may be disconnected 	<ul style="list-style-type: none"> Searching for a topic Ideas information limited or missing Few meaningful details Details are disconnected



Mem Fox



"There was once a small boy called Wilfrid Gordon McDonald Partridge and what's more he wasn't very old, either. His house was next door to an old people's home and he knew all the people who lived there..."

<http://www.memfox.com/welcome.html>

Where do authors get their ideas?

- **THINK/INK:** Jot down ideas on index card
- **PAIR/SHARE:** Have a knee-to-knee conversation with a partner sharing and piggy-backing off each other's ideas

Authors Write About...

Things they have	People they know
Places they go	Things they do

Treasure Books

"Every moment in our lives is a treasure worthy of being written down."

- Shirli Hawes, Primarily Writing (2001)



Treasure Books

"Write while the heat is in you. The writer who postpones the recording of his thoughts uses an iron which has cooled to burn a hole with. He cannot inflame the minds of his audience."

--Henry David Thoreau

Treasure Books

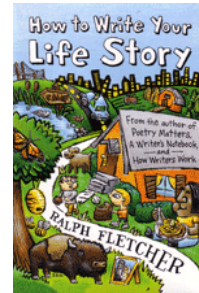
What are the seven stories of your life?

Aimee's Seven Stories (List of Topics) as of June 2006*

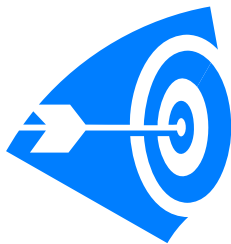
1. Always a teacher - playing school as a child, fishing out ditto sheets from teachers' trash cans, growing up to teach...
2. Snow Globe Memory - sledding with my dad down the middle of the street one snowy night
3. Christmas Staircase - waiting at the top of the stairs
4. The trouble with professors - college prof challenging my belief system
5. Getting married, getting divorced, getting a lesson in life
6. And then came YOU - the day Michael was born
7. Family Ties -

*List likely to change as I do...

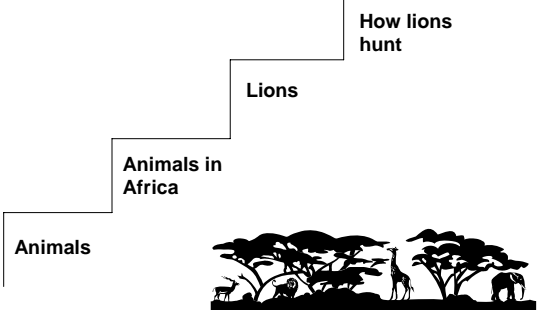
www.choiceliteracy.com



Hitting the Writing Target



Stepping Up My Topic



Hands Down! Looking for Detail

- Examine your hand, looking for details of what make your hand your own.
- Write a paragraph describing your hand
- Share your paragraph aloud



Telling vs. Showing

Jane dressed in an unusual way.

Jane came to school today in pink and white polka dot leggings and a blue and green paisley skirt. The twelve inch purple feather sticking straight up her orange hat almost kept me from noticing the army boots on her feet.

Building Blocks



The dog howled.

WHEN:

SIZE:

PLACE:

NAME:

Feedback/Assessment

"Assessment must promote learning, not just measure it."

- Regie Routman

"We must speak to our students with an honesty tempered with compassion. Our words will literally define the ways they perceive themselves as writers."

- Ralph Fletcher

Sample Conference Comments

- I love this piece. It makes sense to me.
- Thanks for writing this down so I can see what you think.
- They way you drew this helps me create a picture in my mind.
- This picture of a spider web looks just like ones I have seen in real life.
- How did you ever come up with such a clever idea?
- What is your favorite part of this piece?

Student Writing Samples

- Using your EA Writing Rubric, where would you score these papers for **ideas**?
- What comments would you provide this **student** to let them know what they did well? How they need to grow?
- What would you tell **parents**?

Ideas/Content in Summary

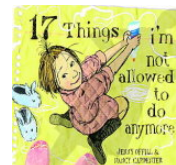
Any activity that teaches/models:

- Main idea or message
- Clarity
- Detail (and interest)
- Noticing/observing



Organization

Organization <i>The structure and framework of writing</i>	□ Dynamic/inviting lead and conclusion □ Sequencing and pacing enhance the writing □ Thoughtful and varied transitions □ Seamless organization that compels the reader to continue	□ Solid lead and conclusion □ Maintains focus with effective sequencing and pacing □ Logical or predictable transitions □ Effective organization (beginning/middle/end or introduction/body/conclusion) that enhances the readability	□ Lead or conclusion ineffective or missing □ Attempts to maintain a focus but sequencing and pacing may be confusing □ Common or confusing transitions □ Organization (or lack of) detracts from the content	□ Lead and conclusion missing □ Lacks focus, sequencing and pacing not present □ No transitions □ Topic hard to follow/understand due to lack of organization
---	---	--	--	--



"Hands On" Activity

What types of writing do your students do?

Type of Writing

- Organizational Framework
- Graphic Organizer

Narrative Writing



Beginning



Middle



End

Applying to Your Stories

"Quick Sketch"



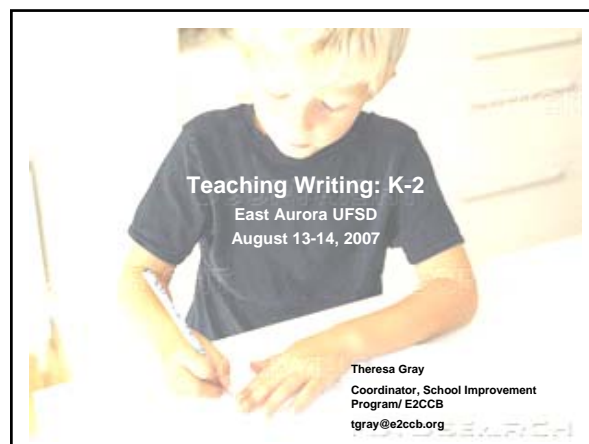
CLICK! Tell a story....

- Look at the set of pictures that has been given to you.
- Arrange the pictures to reflect the beginning – middle – end of your story
- Write the story
- Re-arrange the pictures so that they are not in the same order – rewrite the story!

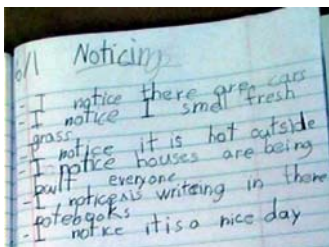
Summer Vacation



ORGANIZATION GAME



Treasure Books



<http://quest.carnegiefoundation.org/~dpointner/jennifermeyers/notebookentries.htm>

Making Comparisons



Feedback/Assessment: Sample Comments for Organization

- I could follow this from beginning to end. I never got lost!
- The ending was a real surprise. Surprise endings make great reading!
- I like the way you started your paper – helping me picture the turtle. That was a good lead.
- You began with a problem and then listed solutions. That's a good way to organize information.

Writing Samples for Organization

- Using your EA Writing Rubric, where would you score this paper for ideas?
- What comments would you provide this student to let them know what they did well? How they need to grow?
- What would you tell parents?

Organization in Summary

Any activity that teaches/models:

- How to begin writing
- How to end writing
- Sense of order, patterning, sequencing
- How to link ideas together



Voice	Reader feels a strong interaction with the writer	Reader/writer connection present but not strong	May attempt to engage the reader	Lacks connection between reader and writer
<i>The way the writer brings the topic to life and captures the reader</i>	<input type="checkbox"/> Voice is compelling and engaging, takes "risks" <input type="checkbox"/> Clear understanding of purpose and audience	<input type="checkbox"/> Voice person but "safe" <input type="checkbox"/> Demonstrates understanding of purpose and audience	<input type="checkbox"/> Voice is flat and monotone <input type="checkbox"/> Inconsistent understanding of audience or purpose	<input type="checkbox"/> Voice is unclear <input type="checkbox"/> Lacks understanding of audience or purpose



What voice is appropriate?



Eleven

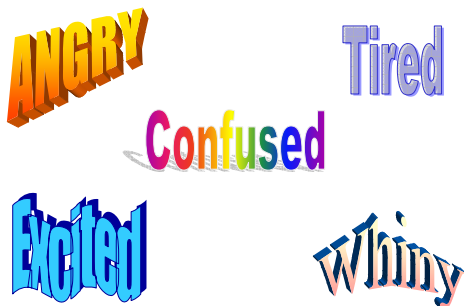
- We will read this using the "I wonder" text comprehension strategy
- What elements of voice were in this piece?

TREASURE BOOK:

Draw a picture of jot some ideas about a memorable teacher you have had.

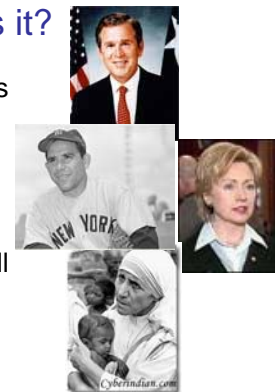


What does it sound like?



Whose voice is it?

"In the Bible it says they asked Jesus how many times you should forgive, and he said 70 times 7. Well, I want you all to know that I'm keeping a chart."



Whose voice is it?

"Yesterday is gone. Tomorrow has not yet come. We have only today. Let us begin."



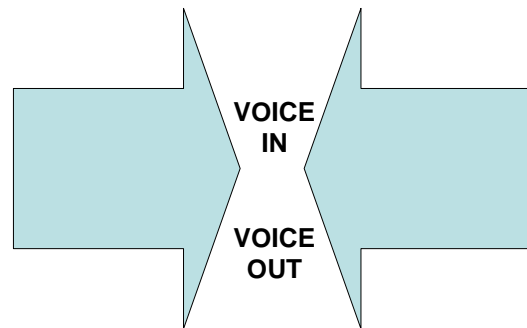
Whose voice is it?

"I know, Texas has a lot of electrical votes."



Whose voice is it?

"The thing that's wrong with the French is that they don't have a word for entrepreneur"



A Creepy Place!

Listen to Joanne Portalupi and Ralph Fletcher discuss student voice.....



Component	4	3	2	1
Word Choice <i>The specific vocabulary the writer uses to convey meaning</i>	<input type="checkbox"/> Powerful and engaging words <input type="checkbox"/> Artful use of figurative language (paints a picture) <input type="checkbox"/> Wordings accurate/specific/precise	<input type="checkbox"/> Words enhance the meaning <input type="checkbox"/> Some use of descriptive and/or figurative language <input type="checkbox"/> Moments of "sparkle" in use of wording	<input type="checkbox"/> Words convey general meaning <input type="checkbox"/> Inconsistent or ineffective use of descriptive language; repetitive use of words <input type="checkbox"/> Language is functional, no "spice"	<input type="checkbox"/> Words do not convey meaning <input type="checkbox"/> Lacks descriptive language; limited vocabulary <input type="checkbox"/> Uses vague and/or simplistic language



What are your TOP 5 favorite words?

WHAT DOES THE FOLLOWING THOUGHT MEAN?

"When promulgating your esoteric cogitations or articulating your superficial sentimentalities and amicable philosophical and psychological observations, beware of platitudinous ponderosity. Let your verbal evaporations have lucidity, intelligibility and veracious vivacity without rodomontade or thespian bombast. Sedulously avoid all polysyllabic profundity, pompous propensity and sophomoric vacuity."

-C.R., Syracuse, N.Y.



The Most Incredible Knife:
An 85 blade Swiss Army-style knife from Wenger.

Phil WENT down the road.

- Happy
- Scared
- Lost
- Tired
- Going to a party
- Going to school

Sentence Fluency	Overall sentence structure enhances meaning	Varied sentence structure and beginnings	Too many sentences begin the same way	Incomplete or simple sentences
<i>The way the words and phrases flow throughout the text</i>	<input type="checkbox"/> Invites expressive reading <input type="checkbox"/> Easy flow and rhythm	<input type="checkbox"/> Can be read aloud easily <input type="checkbox"/> Sentences more mechanical than fluid	<input type="checkbox"/> Difficult to read aloud <input type="checkbox"/> Some phrases flow, but overall piece is choppy	<input type="checkbox"/> Difficult to read aloud without assistance from writer <input type="checkbox"/> No "sentence sense"



The Relatives Came (Cynthia Rylant)

The relatives weren't particular about beds, which was good since there weren't any extras, so a few squeezed in with us and the rest slept on the floor, some with their arms thrown over the closest person, or some with an arm across one person and a leg across another.


It was different, going to sleep with all that new breathing in the house.

Gus and the Dog

Yada, yada, yada

BANG, BANG

Grammar Mechanics	Spelling	Punctuation and Capitalization	Paragraphing	Writing
The mechanical correctness of the piece	<ul style="list-style-type: none"> Spelling correct even on more difficult words Accurate punctuation and capitalization Grammar and usage are correct Correct paragraphing format used Writing essentially correct – minor errors when attempting higher level skills 	<ul style="list-style-type: none"> Spelling generally correct Punctuation and capitalization generally correct Grammar and usage are generally correct Generally correct paragraphing format used Writing generally correct – little editing needed 	<ul style="list-style-type: none"> Spelling phonetic, many errors are present Many errors in punctuation and capitalization Grammar and usage errors slow down the reader Paragraphing irregular Writing contains many errors – some editing needed 	<ul style="list-style-type: none"> Numerous spelling errors makes writing difficult to read Incorrect missing capitalization and punctuation Numerous grammar and usage errors effect meaning Paragraphing missing or irrelevant Writing errors make



Dear John:

I want a man who knows what love is all about you are generous, kind, thoughtful people who are not like you admit to being useless and inferior you have ruined me for other men I yearn for you I have no feelings whatsoever when we're apart I can be happy forever will you let me be yours

Gloria

What's Your Favorite Writing Activity?

- Find your writing activity.
- Using the writing rubric – which ONE writing trait does your activity fit BEST?
- Write that trait down.
- What other traits might be supported? (It's OK if there is just one!)
- Post on the board!!

Connections to Picture Book

- Title/Author
- Brief summary (2-3 sentences)
- Writing connections!



Planning

- How might you teach writing next year?
- What mini-lessons might you want to cover in the first six weeks?
- Will you use Writer's Workshop? How will you set it up?
- What samples of student writing might you collect to illustrate the levels of each writing trait?

Writingframeworks.wikispaces.com